

BIBL 104

Introduction to Biblical Literature

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Course Syllabi
Course Charts
Professor's Notes

BIBL 104 – Introduction to Biblical Literature
Professor's notes*
As of April 1, 2007

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From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 7.5

This course could be taken with one other courses within an 8-week format with the same or less level of difficulty. .

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 8.5

Compared to other courses that are lecture intensive the reading here makes up the core of the courses teaching data, i.e. reading intensive:

Harbin, Michael A., *The Promise and the Blessing: A Historical Survey of the Old and New Testaments*. Grand Rapids, Michigan Zondervan 2005. **(550 pages)**

Much of this text is broken up by maps and graphics. The reading is not laborious

Gordon D. Fee and Douglas Stuart., *How to Read the Bible for All Its Worth*. 3rd Edition. Grand Rapids, Michigan: Zondervan 2003. **(264 pages)**

This reading is analytical and requires more time than many texts.

Hindson, Ed, *Courageous Faith: Life Lessons from the Old Testament Heroes*. AMG Publishers 2003. **(200 pages)**

This light reading and not very time consuming.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 3

This course only contains 11 online video lectures averaging 10-12 minutes in length, or a little over two hours. In addition there is the 1 hour DVD *Prophecies of the*.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 7

This course contains 7 online multiple choice & true/false quizzes and one cumulative final exam based upon the quizzes.

These are closed book, closed notes, and unassisted timed online exams.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

Level of demand = 2

This course contains only non-graded discussion boards to help field bible questions students may have...

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 7

This course contains two written projects. For these assignments students put together a document that will *summarize each book of the Bible in 6 to 10 sentences...Project One covers the OT Project Two cover the NT.*

Besides stating the 1. *key theme(s)*, 2. *major events*, and 3. *major personalities* (if applicable) of each book also 4. *identify the basic genre(s)* found in each book.

Additional comments:

The course is mixture of general biblical survey, literary study, and historical survey of the Old and New Testaments.

Positive comments tend to mention how the course better equipped the student to approach/study scripture in their studies...Or how certain biblical data that had not been so clear to them before had now been clarified.

Negatives tend to only focus on the amount of reading.

COURSE CHART

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Textbooks: Harbin, Michael A. *The Promise and the Blessing: A Historical Survey of the Old and New Testaments*. Grand Rapids: Zondervan, 2005.
Gordon D. Fee and Douglas Stuart. *How to Read the Bible for All Its Worth*. 3rd ed. Grand Rapids: Zondervan, 2003.
Hindson, Ed. *Courageous Faith: Life Lessons from the Old Testament Heroes*. AMG Publishers, 2003.
DVD: Prophecies of the Passion

MODULE/ WEEK	READING ASSIGNMENT	LEARNING ACTIVITIES	PERCENT
1	<u>Vignette:</u> Introduction to the Bible Harbin, Ch. 1, Intro.–Part I Fee and Stuart, pp. 17–31, 33–53, 89–106	Take Quiz 1 (before the end of Week 1)	10%
2	<u>Vignette:</u> Genesis 1, God the Creator <u>Vignette:</u> The Promises to Abraham and The Birth of Isaac-Mt. Moriah Harbin, Chs. 2–7 Hindson, Chs. 1–4 Fee and Stuart, pp. 163–180	Begin work on Themes of the Biblical books Project Take Quiz 2 (before the end of Week 2)	10%
3	Harbin, Chs. 8–13 Hindson, Ch. 5–11 <u>Vignette:</u> Samson Parts I & 2	Take Quiz 3 (before the end of Week 3)	10%
4	Harbin, Ch. 14–17, p. 347 (Intro. to Part II) Fee and Stuart, pp. 181–204 Hindson, Ch. 12 Hindson, Ch. 13 <u>Vignette:</u> The Gospel	By the last day of Module/Week 4, the Themes of the Biblical Books Project, Part I (The Old Testament) is due Take Quiz 4 (before the end of Week 4)	10% 10%

Module/ Week	READING ASSIGNMENT	LEARNING ACTIVITIES	PERCENT
5	Harbin, Ch. 18–22 Fee and Stuart, pp. 107–125,127–162 <u>Vignette:</u> Jesus and the Disciples <u>Vignettes:</u> Jesus in the Gospel of John and The Last Supper, the Passion of the Cross, and the Resurrection <u>Vignette:</u> The Early Church in Acts	<p style="text-align: center;">Take Quiz 5 (before the end of Week 5)</p>	<p style="text-align: center;">10%</p>
6	Fee and Stuart, pp. 55–88 Harbin, Ch. 23–25 <u>Vignette:</u> I Thess. 4 <u>Vignette:</u> Edifying the Church	<p style="text-align: center;">Take Quiz 6 (before the end of Week 6)</p>	<p style="text-align: center;">10%</p>
7	Harbin, Ch. 26–28 Fee and Stuart, pp. 249–264 <u>DVD:</u> Prophecies of the Passion	<p style="text-align: center;">Take Quiz 7 (before the end of Week 7)</p>	<p style="text-align: center;">10%</p>
8	—	<p style="text-align: center;">Themes of the Biblical Books Project Part II (New Testament) is due by <u>Wednesday</u> at 11:55 pm (est).</p> <p style="text-align: center;">Take Comprehensive <u>Final Exam</u> by the last day of the Session, 11:55 pm (est.)</p>	<p style="text-align: center;">10%</p> <p style="text-align: center;">10%</p>
TOTAL			100%

**BIBL 104 – Survey of Biblical Literature
Liberty University School of Religion
Distance Learning Program**

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COURSE DESCRIPTION

This survey course is designed to lay a foundational understanding of scripture via a historical survey of the Old and New Testaments. The student will engage a range of learning activities related to the issues interacting with biblical literature, basic hermeneutical principles, key themes and persons of the canon, and the redemptive theme of scripture.

RATIONALE

The course's motivation is a combination of both edifying and equipping students, i.e. to teach student to "fish" as it were, so that in their future walk with God they might be able to discern the key theme(s) of scripture for themselves. Therefore, making their own bible study more effective and therefore increasing their utility in being able to convey the story and universal truth of scripture to others.

COURSE PURPOSE

To study and interact with the various themes and persons in scripture concerning how people have historically understood the theme of scripture and how that is still properly the necessary model for humanity today. The course seeks to provide suitable material so that the student will be caused to think more deeply about the historic relation between God and his creation and the role of the written word in that endeavor.

LEARNING OUTCOMES

The course objectives follow the standard cognitive and affective domain taxonomies of learning and knowledge (per Benjamin Bloom's Taxonomy of the Cognitive Domain).

Specifically each student will:

- ...gain a foundation concerning the arguments for the inspiration, inerrancy, and authority of scripture.
- ...be equipped to utilize basic hermeneutical principles in their study of Bible literature.

- ...gain a historically based perspective of the various genre of biblical literature via the key themes and persons of the canon, which point to the redemptive theme of scripture ultimately fulfilled through the person, ministry, sacrifice, resurrection, and return of Jesus Christ.

The above mentioned items will be measured by seven online quiz assessments, a final cumulative exam, and a research project where you will be required to state the key theme, or themes, identify the genre(s), and clarify key events and personalities of each book of the bible.

REQUIRED TEXTS

Harbin, Michael A., *The Promise and the Blessing: A Historical Survey of the Old and New Testaments*. Grand Rapids, Michigan Zondervan 2005.

Gordon D. Fee and Douglas Stuart., *How to Read the Bible for All Its Worth*. 3rd Edition. Grand Rapids, Michigan: Zondervan 2003.

Hindson, Ed, *Courageous Faith: Life Lessons from the Old Testament Heroes*. AMG Publishers 2003.

DVD: *Prophecies of the Passion*

RECOMMENDED TEXTS

Gordon D. Fee and Douglas Stuart., *How to Read the Bible Book by Book*. Grand Rapids, Michigan: Zondervan 2002.

Sailhamer, John H., *The Books of the Bible*. Grand Rapids, Michigan: Zondervan 1998.

Sailhamer, John H., *How We Got the Bible*. Grand Rapids, Michigan: Zondervan 1998

LEARNING ACTIVITIES AND CALCULATION OF FINAL GRADE

A. 7 Weekly Quizzes

10% each

The student will engage seven closed book, closed notes, and unassisted timed online quizzes. The 30 minute 20 question assessments will be made up of a combination of both textbook reading assignments and the video vignettes. (The student is strongly encouraged to take detailed notes from the vignettes). There will be a 5 point deduction for every minute over the time limit.

<i>B. Summary of the books of the Bible</i>	
<i>Part I (Old Testament Books)</i>	10%
<i>Part II (New Testament Books)</i>	10%

This assignment will require students to summarize, in five or six sentences, the theme of the books of the canon.

<i>C. Comprehensive Final Exam</i>	10%
This will be a closed book, closed notes, and unassisted timed online exam. The 60 minute 50 question assessments will be made of from a combination of both textbook reading assignments and the video vignettes.	

GRADING POLICIES

The following grading scale will be used in determining the students' course grade:

A = 92–100 B = 84–91 C = 74–83 D = 65–73 F = 0–64

Only under exceptional circumstances, and in the judgment of the instructor, will a student be allowed to do makeup work.